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ABSTRACT

A study was made to define areas where Community Resource Develcpment-Community Services program coordination between Cooperative Extension and Community Colleges may integrate at the local level. Objectives were to describe similarities and differences of both programs, to identify attitudes of personnel toward the program areas and possible joint program effort, and to formulate a model for cooperation. A questionnaire was developed and mailed to 35 persons in community colleges throughout New York State and to 47 extension agents and four regional specialists in New York; returns were 86% and 95% respectively. There was no evidence of overlap in program content; community colleges emphasized vocational-technical, cultural, and basic education while extension emphasis was on land use, natural resources, and environment. There was overlap for clientele by both emphasizing a suburban, middle income audience. Wide differences in background of personnel in both institutions appeared. More positive attitudes toward the program area were expressed by the community college personnel; but both groups expressed common problem area concerns in program development. (NL)

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# "A STUDY OF COMMUNITY RESOURCE DEVELOPMENT AND COMMUNITY SERVICE PROGRAM COORDINATION BETWEEN COOPERATIVE EXTENSION AND COMMUNITY COLLEGES IN NEW YORK"

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A Research Report

Presented to

the Department of Extension Education

University of Missouri

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In Fulfillment

of the Requirements for

Extension Education 450 - Research

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by

Daniel Hill

May 1970

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# CHAPTER I

# INTRODUCTION

## Statement of the Problem

Public institutions are challenged today to make more efficient use of their resources. Increasing urbanization throughout the State of New York is changing society's growth patterns, traditions and political power.

"The modernization process is the shift from a relative degree of community self-sufficiency and independence to one of relative dependency and loss of self-sufficiency. The typical community was built in an era now technologically outdated. Another aspect of the problem is the inability of communities to meet the rising expectations of all segments of the population."(9)

This paper focuses upon selected program efforts of two educational institutions in New York State - Community College and Cooperative Extension. The major program effort examined was Community Development and how the two institutions might integrate their combined resources for more effective programing.

A number of agencies and institutions are developing programs in Community Development. Two educational efforts are being emphasized by New York Cooperative Extension and Community (two-year) Colleges in the area of Community Development for emphasis and use of their resources. The Cooperative Extension's program is Community Resource Development (CRD) and Community College's program is Community Services (CS). Both programs have similar broad objectives:

| Community College<br>Community Service(8) | Cooperative Extension<br>Community Development(10) |
|---|---|
| 1. Provide opportunity for the adult who is seeking to learn as a means of developing potential or resolving problems in himself, his institutions or his community. | 1. Developing people so they may through their own initiative, identify and solve the various problems affecting their welfare. |
| 2. Provide educational solutions to localized, economic, cultural and civic problems. | 2. Development of a better understanding of and more effective participation in community, state, national and international affairs, to the end that constructive policies may be determined. |
| 3. Cooperate with citizens to improve the physical and social environment of the community. | 3. Cooperating with local people, other public agencies, lay organizations in community improvement and resource development. |

A definition of Community Services stated by Gunder Myran(6) is "those efforts of the Community College, often undertaken in cooperation with other community groups or agencies, which are directed toward providing educational solutions to localized social, economic, cultural and

civic problems which are not met by formal collegiate degree or certificate programs."

A definition of Community Resource Development (CRD) (7) states "CRD is a process whereby recognizable groups or individuals concerned with public improvement take action to establish and move toward the achievement of their desired goals and objectives through the recognition and utilization of all relevant resources."

These two institutions are attempting to expand efforts in Community Development-Community Services and have created (or will in the near future) some basic problems.(11)

Competition for Support

The Community College is locally tax-supported, and benefits from state funding; therefore, it is drawing from some of the same revenue sources as Cooperative Extension. The growth of the Community College might be expected to cause increasing difficulty in securing Cooperative Extension appropriations, particularly if there is no clear relationship between these educational entities.

Competition for Leadership

The Community College is expected to become increasingly sophisticated in its public relations program, including the use of citizen advisory committees. This may involve some of the same leaders upon whom Cooperative Extension depends, and it may further complicate the system of local groups engaged in planning for the community.

Some suggested guidelines for coordination of program efforts by Community Colleges and Cooperative Extension may well be needed to avoid duplication and develop a more efficient approach to Community Development

education.

There are a few areas where coordination could benefit both institutions.(11) Among these are:

1. Joint planning may involve both professional staffs and lay advisory groups. Other examples might be joint committees, and informal conferences.

2. Joint staffing might include Cooperative Extension agents or specialists as members of Community College staff or Community Services personnel in Community College serving also as Community Resource Development specialists. In addition a position of coordinator on the staff of both institutions is a possibility.

3. Legal integration may involve new legislative provisions concerning purposes and responsibilities in the field of adult education and also fiscal provisions for implementing them with some type of state grant-in-aid for projects of certain types.

The study was designed and an attempt was made to answer the following questions:

1. What is being done by Cooperative Extension and Community Colleges in the Community Development program area?

2. How do staff of each institution view Community Resource Development-Community Services?

3. What are segments of the program area where both can coordinate efforts?

4. How do the staff feel about coordination of programs?

5. Who are the clientele?

6. Can a model be developed to illustrate guidelines for program coordination?

Methodology

1. The following literature was reviewed relating to CRD-CS programs in Cooperative Extension and Community Colleges:

Junior College Journals.

Past studies (ERIC) and dissertations.

Adult Leadership Journals.

Selected Junior (Two-year) College catalogs.

The Community College Movement by Ralph Fields.

Cooperative Extension Journals.

Cooperative Extension Service by H.C. Sanders.

Issues of Community Services "Forum" ( a monthly publication by American Association of Junior colleges, 1315 Sixteenth Street, N.W. Washington, D.C. 20036)
Community Services working papers and a Directory of Junior Colleges having Community Service Programs in United States.

Report of the Task Force Community Resource Development, New York State Cooperative Extension.

Other pertinent readings.

2. Consultations with Professors in Community Development, Extension Education, Higher Education and Sociology at University of Missouri fostered ideas to include. In addition, discussions with State Community College administrative personnel at Jefferson City, Missouri gave further ideas for pursuit.

3. The study proposal was approved by New York Cooperative Extension administration (Director and Community Resource Development Program Leader) and University of New York, Two-year College Division, (the Vice Chancellor of Two-year College Division and the Associate for Continuing Education).

4. The questionnaire was pre-tested with Community Development

personnel, Community College administrators, fellow graduate students and professors at and near the University of Missouri. In addition the program leader in Community Resource Development at Cornell made appropriate suggestions. All contributed in refining a questionnaire to be mailed to respondents.

5. Closed and open ended questions were used in the final questionnaire. An attitude scale was developed in an attempt to measure attitude toward cooperation.

6. Questionnaires were mailed to 35 persons in Community Colleges with Community Service responsibility listed in the Directory of Junior Colleges having Community Service Programs in the United States, 1969. These colleges, both public and private, were located throughout New York State. Presently, Cooperative Extension is generating an urban effort which is not under the Community Resource Development program. Therefore, one college in the immediate New York City area was contacted.

7. Questionnaires were mailed to 47 Cooperative Extension agents in New York State who had major responsibility for Community Resource Development. In addition 4 regional Resource Development specialists were contacted.

8. Returns were received from all 4 CRD specialists and 45 Cooperative Extension agents or 95 percent of the potential respondents. Thirty responses were received from Community College personnel which gave an 86 percent return.

Respondents who replied were distributed throughout New York State and the location of these is shown on a map in the appendix.

Limitations

This study, conducted during December 1969, summarizes responses from personnel as they felt at one point in time.

Attitude is difficult to measure. The attitude scale used might have been more effective if it had 5 response catagories instead of 3.

It is difficult to keep from injecting personal biases when interpretating open ended questions, however a number of fellow graduate students were used as judges to minimize the effect of this problem.

And finally, this study focused on only one point of coordination at the local level. Further study is needed in this area, especially at the state level.

The writer would like to challenge others to accept this task so that future efforts of these institutions might be integrated at all levels.

Justification

1. Research is needed in the area of program coordination to identify an effective model for integration of resources in CRD-CS.

2. Program coordination would benefit citizens in the community by providing more programs with greater flexibility and relevance.

3. Research is not available which adequately describes CRD program in New York Cooperative Extension.

4. It appears logical for coordination to develop at the community level first. Further integration at the state level may also be made, however, state level changes require revision of legislation and therefore are more complex.

## Purpose of Research

The purpose of this study was to define areas where CRD-CS program coordination between Cooperative Extension and Community Colleges may integrate at the local level.

The objectives were:

1. To describe the similarities and differences of both institutional programs in CRD-CS.

2. To identify certain attitudes of personnel toward CRD-CS program areas and possible joint program effort.

3. To formulate a model for cooperation between the Community College and Cooperative Extension.

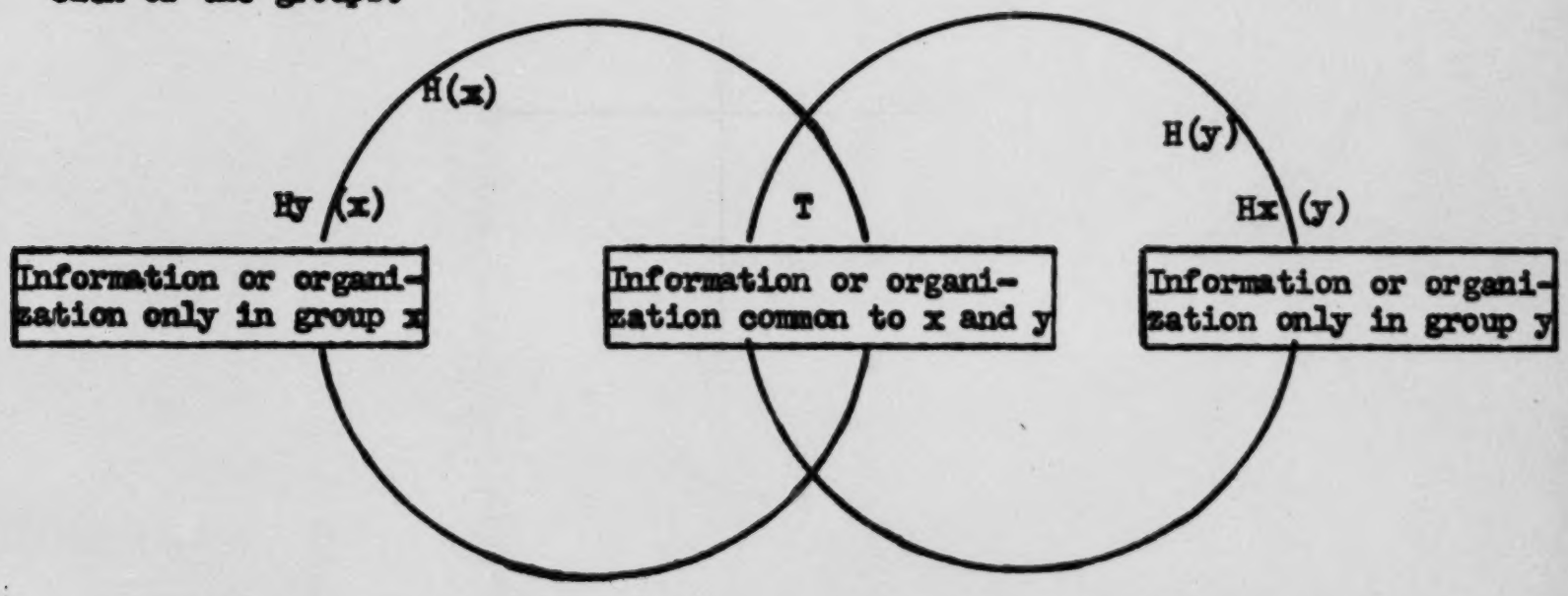
The writer feels that a higher degree of coordination will evolve if guidelines are within the resources of the institutions.

## CHAPTER II

## REVIEW OF LITERATURE

### 1. A Theory of Organizational Cooperation(3)

Shannon's treatment of the interaction of an information source and a "noise" source to produce a mixed output can be taken as the basis for organizations interacting to produce a joint outcome. This can be conceptualized by the following illustration. This is the Euler diagram of overlapping sets, suggested by G.A. Miller. Two groups are represented by x and y. H(x) and H(y) represent the organization of interactions for each of the groups.




Hy(x) and Hx(y) represent the mutually incompatible or irrelevant interactions (norms and values) for each of the organizations relative to the other. And T represents the amount of common or compatible organizational interactions generated by the two groups in contact. Thus the task or behavioral output of two interacting groups with widely different sociocultural organizations would be expected to be confined to a relatively narrow common area (assuming the absence of total conflicts),

whereas groups with very similar organizations might be expected to mesh them, so that the output takes advantage of both the wider variety and the constraints afforded by the two together.

## 2. Coordination Alternatives

Dr. Allen Brown(16), University of Nebraska outlined 10 methods of organization coordination:

1) Joint committee.
2) Memorandum of agreement.
3) Laison officers.
4) Contracts for services.
5) Joint personnel appointment.
6) One or both hired specialists(s).
7) Coordinator.
8) Informal conferences.
9) Exofficio relationship.
10) Machinery of reference of operation.

## 3. Community (Resource) Development

Knowles(7) writes that Community Development is a relatively new area in adult education, receiving emphasis in the early 60's. He continued that the greatest challenge to the future of Community Development is basically educational in character. Meeting the challenge will require a twofold effort. One of these would consist of placing greater emphasis on Community Action as a special means of adult education. The other would consist of giving greater prominence to the inner (mental, experimental, or spiritual) dimension of the field. This view would be for Community Development to regard the cultivation of the educative adult in the

educative community as the central purpose of its effort.

4. Community Development in (4-year) Colleges and Universities

A study was conducted by D. L. Beran(2), University of Missouri to determine the extent of emphasis of Community Development curriculums in 41 institutions in the United States, only 12 had curriculums, 24 provided services, 6 training for Community Development personnel.

5. Community (Resources) Development in Cooperative Extension

Through the policy statements 1958 and 1959, "Community Improvement" was officially recognized as an area of program emphasis by Cooperative Extension.(10)

Robert Hughes(6), Colorado State University, conducted a study in 1968 to determine the client system leadership expectations of Extension agent's role in Community (Resource) Development. It was concluded that the client system leadership does not hold the "service" expectations stereotype of Extension workers, rather, community leaders challenge the Extension worker to use more group and key person orientation.

A joint USDA - NASULGC study committee(4) in 1968 outlined Community Development needs:

1) A generalist resident in local community.

2) State Extension specialists at University.

3) Part-time consultative help from specific disciplines.

The study committee recommended a major expansion in program resources for Community Resource Development education. An expansion to nearly three times present manpower levels is projected.

The report continued to state that cooperative arrangements between Extension and Community Colleges are a necessity.

Possible arrangements which should be considered are consulting or part-time employment by Extension of Community College staff, housing Extension specialists on the local campus, and cooperative planning and programing in community oriented or economic development programs.

A task force committee report(7) on Community Resource Development (CRD) in Cooperative Extension of New York, April 1968 recommended organization, program staff changes, research and funding for CRD. In addition it was recommended that Cooperative Extension give high priority to the establishment of working relations with the Continuing Education Division of the State University of New York (of which Community Colleges are a division) and at the various units throughout the state.

## 6. Community Services in Community Colleges

The importance of Community Service as a major purpose of the public Junior College was accentuated in 1956 by the Yearbook Committee of the National Society of Education.(12)

A survey of the Community Service function in selected Junior Colleges, 1968 was conducted by Adrien Beauton(1). He concluded the following:

1) Community Services functions are typically the responsibility of an executive officer who reports to the president or other college administrator.

2) Community Services appear to be an emerging educational function in the Junior Colleges.

A study of Community Services in the Community Colleges of State University of New York by Armond J. Festine(5), 1968 was intended to determine the extent to which the stated commitment of State University

of New York to provide Community Service programs in adult education. Festine concluded that 15 colleges had made a complete commitment to provide programs and 13 had made a limited one. Discrepancies emerged between stated commitments and actual practice, and it was concluded that Community Colleges have not fully accepted Community Service as a major educational objective.

And, Festine continued, information is needed to assist the Community Colleges to expand their offerings in the area of Community Development.

Community Service (CS) programs in the field of Community Development are urgently needed by all communities. The Community College is in a unique position to develop CS programs designed to aid in solution of community problems in rural, urban, and suburban areas. The scope and adequacy of programs developed and implemented in the field of Community Development determine to a large degree, whether or not a college is truly a "Community" College. The solution of community problems represents one of the greatest obligations and challenges to the Community College.(5)

Summary

1. The two educational institutions have similar broad objectives and are becoming active in CRD-CS program areas.
2. As both expand CRD-CS programs, competition is developing in obtaining appropriations from local and state governments. In addition both appear to draw lay leadership from the same clientele.
3. The CRD-CS program areas are relatively new and there is very little basic research available on program implementation.

# CHAPTER III

## PRESENTATION OF DATA

## EMPHASIS OF PROGRAM CONTENT AND CLIENTELE

### Cooperative Extension

Most of the Cooperative Extension personnel - 35, were involved in various phases of community planning, land use seminars and activities in natural resources such as environmental studies and recreational development.

Nearly half, were cooperating with planning groups either as members or resource persons. (see Table 9)

They indicated that using resources in community planning was a major challenge in their program area. Comments related to this include: helping people achieve the goal of community planning, interpreting resource information, defining public issues and relating them to urban influences.

### Community College

Community College personnel indicated the following activities in Community Services programs:

1. Adult basic courses.
2. Cultural activities.
3. Social and Environmental activities.
4. Vocational-technical and business activities.
5. Coordinative depending on community needs.

Data in Table 1 indicate that the average major emphasis in

Community Service programs was in Vocational-Technical, followed by Social, Cultural, and Academic courses.

Table 1

Emphasis of Community Services Programs by Average (N= 25)

| Program Area | No. Reporting | Percent Emphasis (mean) |
|---|---|---|
| Vocational-Technical | 19 | 55 |
| Social | 20 | 30 |
| Cultural, Academic Courses | 21 | 40 |

Community College personnel indicated that social problems and developing programs for the disadvantaged were their biggest challenges.

Clientele Reached

Data in Table 2 infer the following results:

Cooperative Extension programs reached a higher proportion of the rural audience than did the Community Colleges, approximately one-third reported that rural clientele made up more than half of the total audience, whereas, Community Colleges reported one fourth of their clientele from this group.

Both institutions' personnel implied about the same emphasis with suburban clientele, approximately 60 percent of personnel reported that this group consisted over one quarter of their audience.

Table 2

Participation of Clientele in CRD-CS Programs as Identified by Cooperative Extension and Community College Personnel by place of Residence in Percentage

| Institution Personnel | Response to Percentage Participation | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | None | | Less 25% | | 26-50% | | 51-75% | | 76% More | |
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| **Rural** | | | | | | | | | | |
| Community College (N= 25) | 5 | 20 | 11 | 44 | 3 | 12 | 3 | 12 | 3 | 12 |
| Cooperative Extension (N= 35) | 1 | 3 | 10 | 28 | 13 | 37 | 8 | 23 | 3 | 9 |
| **Urban** | | | | | | | | | | |
| Community College (N= 25) | 5 | 20 | 7 | 28 | 6 | 24 | 4 | 16 | 3 | 12 |
| Cooperative Extension (N= 35) | 8 | 23 | 12 | 34 | 14 | 40 | 1 | 3 | 0 | 0 |
| **Suburban** | | | | | | | | | | |
| Community College (N= 25) | 5 | 20 | 5 | 20 | 10 | 40 | 1 | 4 | 4 | 16 |
| Cooperative Extension (N= 35) | 4 | 11 | 9 | 26 | 17 | 49 | 4 | 11 | 1 | 3 |

Community College personnel reported more emphasis toward an urban audience than did Cooperative Extension personnel. One third of Community College contrasted to three percent of the Cooperative Extension personnel stated that urban clientele compose more than half of their audience.

## Income Level of Clientele

Income level was difficult for some respondents to answer so data in Table 3 were based on 55 replies.

There was similar emphasis indicated by all personnel regarding participation by three income levels of clientele.

Respondents from both institutions emphasized the middle income audience, nearly 90 percent reported that this group made up over one quarter of their clientele.

And finally, low income clientele constituted less than one quarter of their audience as reported by one half of the respondents.

Comments by both institutions to an open ended question suggested that they were implementing programs for the disadvantaged audience.

## Citizen Involvement

According to data in Table 4, both institutions' personnel made intensive use of local clientele in the community. Nearly 70 percent of the Community College personnel involved clientele in all four phases, advisory committees, community problem identification, publicizing educational programs and suggesting program topics. One half of the Cooperative Extension personnel indicated less clientele involvement in suggesting program topics and advisory committees.

Table 3

Participation of Clientele in CRD-CS Programs as Identified by Cooperative Extension and Community College Personnel Income Level in Percentage

| Institution Personnel | Response to Percentage Participation | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | None | | Less 25% | | 26-50% | | 51-75% | | 76% More | |
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| **Low (less than $3,000)** | | | | | | | | | | |
| Community College (N= 22) | 7 | 32 | 11 | 50 | 1 | 5 | 1 | 5 | 2 | 9 |
| Cooperative Extension (N= 33) | 14 | 42 | 18 | 55 | 1 | 3 | 0 | 0 | 0 | 0 |
| **Middle ($3,000-$10,000)** | | | | | | | | | | |
| Community College (N= 22) | 0 | 0 | 2 | 9 | 7 | 32 | 5 | 23 | 8 | 36 |
| Cooperative Extension (N= 33) | 1 | 3 | 3 | 9 | 11 | 33 | 12 | 37 | 6 | 18 |
| **High (more than $10,000)** | | | | | | | | | | |
| Community College (N= 22) | 7 | 32 | 9 | 41 | 4 | 18 | 2 | 9 | 0 | 0 |
| Cooperative Extension (N= 33) | 0 | 0 | 13 | 39 | 12 | 37 | 6 | 18 | 2 | 6 |

Table 4

Involvement of Local Citizens in Program Planning as Indicated by Cooperative Extension and Community College Personnel

| Involvement | Personnel Response | | | |
|---|---|---|---|---|
| | Community College (N=27) | | Cooperative Extension (N=43) | |
| | No. | % | No. | % |
| Advisory Committee | 20 | 74 | 20 | 47 |
| Community Problem Identification | 19 | 70 | 30 | 70 |
| Publicizing Educational Programs | 19 | 70 | 25 | 58 |
| Suggesting Program Topics | 16 | 59 | 17 | 40 |

Conclusions

1. Cooperative Extension has a program with a higher degree of emphasis in approaching rural and suburban middle income audiences with programs in community planning, whereas, Community Colleges seem to offer more academic and vocational oriented curriculum to middle income urban and suburban clientele.

2. Both institutions are pioneering in efforts to low income groups.

3. Both institutions use local clientele in some phase of program planning, mainly community program identification and publicizing educational programs. The Community College personnel tended to use clientele more in advisory committees and suggesting course topics than did Cooperative Extension personnel.

## Personnel Background

### Educational Attainment

Data in Table 5 indicate more Community College personnel have higher educational degrees. One half of Cooperative Extension personnel have Masters degrees compared with eighty-five percent of Community College personnel who had completed Masters and Ph.D. degrees.

Table 5

Educational Level of Community College and Cooperative Extension Personnel by Number and Percent

| Degree | Personnel Response | | | |
|---|---|---|---|---|
| | Community College (N=27) | | Cooperative Extension (N=46) | |
| | No. | % | No. | % |
| Bachelors | 4 | 15 | 23 | 50 |
| Masters | 17 | 63 | 23 | 50 |
| Ph.D. | 6 | 22 | 0 | 0 |

### Major Study Areas

Cooperative Extension personnel response to an open ended question indicated they majored in the following areas of study: Agricultural subject matter, Agricultural and Adult Education, and Community Resource Development. One reply was recorded for each Science, Horticulture, Home Economics and Sociology.

Community College personnel indicated major study areas were: Education and Administration, Engineering and Industrial Education, History, Philosophy, Sociology and to a lesser extent, Science, Language, Guidance and Business.

Program Experience

Table 6 data imply that Cooperative Extension personnel had more experience in their program area. One half of Cooperative Extension personnel compared to only about one third of Community College personnel had more than six years experience in their program area.

Table 6

Years of Experience of Community College and Cooperative Extension Personnel in CRD & CS Programs

| Experience (years) | Personnel Response | | | |
|---|---|---|---|---|
| | Community College (N=27) | | Cooperative Extension (N=46) | |
| | No. | % | No. | % |
| Less than 1 | 3 | 11 | 3 | 7 |
| 1-3 | 9 | 33 | 8 | 17 |
| 4-6 | 7 | 26 | 12 | 26 |
| More than 6 | 8 | 30 | 23 | 50 |

Data in Table 7 suggest that both Community College and Cooperative Extension personnel spent approximately the same amount of time in CRD-CS programs, one-half devoted less than 25 percent of their time.

However, Cooperative Extension had 4 CRD regional specialists who spent full time in their program area.

Table 7

Amount of Time Spent in Program Area by Community College and Cooperative Extension Personnel by Number & Percent

| Amount of Time | Personnel Responses | | | |
|---|---|---|---|---|
| | Community College (N=27) | | Cooperative Extension(N=46) | |
| | No. | % | No. | % |
| Less than 25% | 13 | 48 | 23 | 50 |
| 26-50% | 5 | 18 | 16 | 35 |
| 51-75% | 8 | 30 | 2 | 4 |
| 76-99% | 1 | 4 | 1 | 2 |
| 100% | 0 | 0 | 4 | 9 |

## Major Responsibilities

Major responsibilities of Cooperative Extension personnel were in administration of county Extension programs and in the Agricultural subject matter areas.

Community College personnel had major responsibilities in a phase of college administration and directing Continuing Education programs.

## Course Work Completed

Table 8 data imply that a larger percentage of Cooperative

Extension personnel had completed courses in Community Development Education than had the Community College personnel. Sixty percent of Community College compared to thirty percent of Cooperative Extension personnel have had no course work in Community Development Education.

Table 8

Courses Completed in Community Development Education by Community College and Cooperative Extension Personnel

| Courses Completed | Personnel Response | | | |
|---|---|---|---|---|
| | Community College (N=27) | | Cooperative Extension (N=45) | |
| | No. | % | No. | % |
| Community Planning | 3 | 11 | 12 | 27 |
| Community Development | 4 | 15 | 17 | 38 |
| Adult Education | 10 | 37 | 23 | 51 |
| No Course Work | 16 | 59 | 14 | 31 |

Table 9 data indicate that personnel in both institutions were active in community organizations. Nearly 80 percent belonged to one or more organizations. Almost one half of Cooperative Extension personnel affiliated with planning groups, and 40 percent of Community College personnel belonged to community educational organizations.

Conclusions

1. There were differences in background of personnel from Cooperative Extension and Community College. Community College

personnel majored in academic and technical subjects, whereas, Cooperative Extension personnel were oriented mainly in Agricultural subject areas, Adult Education and Community Resourse Development.

In addition more Community College personnel had Masters and Doctoral degrees.

Table 9

Organizations to which Cooperative Extension and Community College Personnel Belong

| Organization | Personnel Response | | | |
|---|---|---|---|---|
| | Community College (N=27) | | Cooperative Extension (N=42) | |
| | No. | % | No. | % |
| Civic | 16 | 59 | 31 | 74 |
| Planning groups | 3 | 11 | 20 | 48 |
| Church | 5 | 19 | 14 | 33 |
| Educational (Voc. edu., school) | 11 | 41 | 0 | 0 |
| No organizations | 6 | 22 | 8 | 19 |

Cooperative Extension personnel appeared to have more experience and course background in their program area than did Community College personnel.

2. Both institutions' personnel were:

(a) Devoting a major portion of their time in administration of educational programs. Their program areas of

CRD-CS were part-time functions with nearly one half of all the personnel reporting less than 25 percent of their time being spent in their respective areas. Cooperative Extension had four who were full-time CRD specialists serving regional areas throughout New York State.

(b) Active in civic organizations. Their respective interests were reflected by one half of the Cooperative Extension personnel who belonged to planning groups and forty percent of Community College personnel affiliated with community educational organizations.

## How Personnel View CRD-CS Program Areas

### How Acquired Responsibility

Table 10 data show that both institutions' personnel were almost equally divided, one-half volunteered - the other half was asked to accept program responsibility.

Table 10

How Community College and Cooperative Extension Personnel Acquired Program Responsibility

| How Acquired | Personnel Response | | | | | |
|---|---|---|---|---|---|---|
| | Community College (N=27) | | Cooperative Extension (N=42) | | Total | |
| | No. | % | No. | % | No. | % |
| Volunteered or applied | 10 | 37 | 23 | 55 | 33 | 48 |
| Was asked to accept | 17 | 63 | 19 | 45 | 36 | 52 |

### Biggest Problem in Program Area

There were three major problem areas summarized from an open ended question that resulted in equal mention of each area by 42 Cooperative Extension respondents.

1) Lay participation was mentioned and they felt the negative attitude among clientele was a deterrent to creating awareness of problems and motivating clientele.

2) Implementing a relevant program which was well defined toward solving people's problems. Two concerns were that it is

sometimes slow and public support seems to be lacking.

3) Lack of personal interest was noted by comments relating to understanding and interest. Some stated that they lacked time to accomplish results.

4) Other problem areas were mentioned by a smaller number, 20 percent stated difficulty in defining Cooperative Extension's role. Others related special problems in adjusting to urban influences, leadership development, interpreting resource information and obtaining funds.

Twenty-six Community College respondents implied the following:

1) One half of the respondents referred to planning and coordinating resources for courses as their biggest problem and stated that social problems and developing programs for the disadvantaged as their major concerns.

2) Obtaining clientele involvement was mentioned by one quarter of the Community College personnel as a problem. The areas of recruitment and motivation were outlined.

3) Lack of funding for Community Services accounted for 15 percent of the responses.

4) And finally, one response was recorded for each of the following, lack of administrative support and lack of time.

Perception of Local Program Support

Data in Table 11 show that approximately three quarters of all personnel felt there was good to excellent support for CRD-CS programs. The Community College personnel tended toward the excellent degree more than Cooperative Extension personnel.

Table 11

How Administration and Board of Directors Support CRD-CS Programs as Perceived by Cooperative Extension and Community College Personnel

| Response of Support | Personnel Response | | | |
|---|---|---|---|---|
| | Community* College (N=25) | | Cooperative Extension (N=42) | |
| | No. | % | No. | % |
| Excellent | 11 | 44 | 8 | 19 |
| Good | 9 | 36 | 24 | 57 |
| Fair | 5 | 20 | 9 | 22 |
| Poor | 0 | 0 | 1 | 2 |

*two indicated no administrative support

Table 12 data indicate that two thirds of Cooperative Extension personnel expressed negative feelings concerning long range view of program effort. Three fourths of Community College personnel expressed positive feelings for program direction.

Twenty one of the twenty-seven negative responses from Cooperative Extension personnel stated that the local Board of Directors did not presently have a long range point of view, the remainder stated that they needed more staff resources to implement a meaningful program. Four of the six negative responses from Community College personnel stated their administration's long range point of view was noncommital. The remaining two implied that lack of finances was detrimental to the future of CS program.

There was a significant difference of attitude expressed on this question. The Community College personnel were more positive toward the future of program effort than were the Cooperative Extension personnel.

Table 12

How Local Administration and Board of Directors View Future of CRD-CS Programs as Perceived by Cooperative Extension & Community College Personnel

| Perceived View | Personnel Response | | | | | |
|---|---|---|---|---|---|---|
| | Community College (N=26) | | | Cooperative Extension (N=42) | | |
| | No. | | % | No. | | % |
| | Actual | Expected | | Actual | Expected | |
| Positive | 20 | (13) | 77 | 15 | (22) | 36 |
| Negative | 6 | (13) | 23 | 27 | (20) | 64 |

Chi Square = 12.2 1 df $p = <.01$

Data in Table 13 show a significant difference in attitude among personnel. Two thirds of Community College personnel had positive feelings about the future of CS program, whereas, two thirds of the Cooperative Extension personnel stated negative feelings on the future of CRD program.

Twelve of the twenty negative responses by Cooperative Extension implied that the CRD program requires more support through theory development and resource backing. The negative statements expressed by Community College personnel emphasized the need for financing of

CS programs.

Table 13

Personal Point of View Toward the Future of CRD-CS Programs as Stated by Cooperative Extension and Community College Personnel

| View | Personnel Response | | | | | |
|---|---|---|---|---|---|---|
| | Community College | | | Cooperative Extension | | |
| | No. | | % | No. | | % |
| | Actual | Expected | | Actual | Expected | |
| Positive | 17 | (12) | 63 | 15 | (20) | 35 |
| Negative | 6 | (13) | 22 | 28 | (21) | 65 |
| No Answer | 4 | ( 2) | 15 | 0 | ( 0) | 0 |

Chi Square = 9.6  2 df  p =<.01

Conclusions

1) Both institutions' personnel were: Almost equally divided on volunteering or being asked to accept the program responsibility.

In agreement on local organizational leadership, the majority indicated good to excellent support.

Concerned about lay participation, involvement and implementing relevant educational programs.

Concerned to a lesser degree but felt that lack of funding could be a barrier to future program development.

2) Community College personnel implied that planning and coordinating resources for courses in CS was their biggest problem.

3) Cooperative Extension personnel expressed a significant

difference in attitude toward negativeness as inferred through views of local leadership and personal feelings.

They indicated lack of resource support and personal interest as problems for program development.

Personnel Feelings Toward Program Coordination

Table 14 data implies that Community College personnel are more familiar with Cooperative Extension's program. Nearly three fourths of Community College personnel were familiar with CRD, whereas, one half of the Cooperative Extension personnel indicated knowledge of CS programs.

Table 14

The Number of Cooperative Extension and Community College Personnel Who Are Familiar With Each Institution's Program Effort

| Response | Number of Personnel | | | |
|---|---|---|---|---|
| | Community College (N=27) | | Cooperative* Extension (N=32) | |
| | No. | % | No. | % |
| No | 6 | 22 | 15 | 47 |
| Yes | 21 | 78 | 17 | 53 |

*Personnel who have Community Colleges affiliated with their particular counties.

Forty-two Cooperative Extension personnel responses indicated that they felt program coordination was possible. Twenty three of the

Community College personnel were favorable.

Have Cooperated in Program Area

Data in Table 15 indicate one half of Cooperative Extension personnel (in counties affiliated with Community Colleges) had cooperated to some degree with Community College personnel. Nearly three quarters of Community College personnel implied some degree of cooperation.

Table 15

The Number of Cooperative Extension and Community College Personnel Who Have Cooperated With Each Other By Number and Percent

| Response | Number of Personnel | | | |
|---|---|---|---|---|
| | Community College (N=27) | | Cooperative Extension (N=32) | |
| | No. | % | No. | % |
| Yes | 19 | 70 | 16 | 50 |
| No | 8 | 30 | 16 | 50 |

Nineteen Community College respondents, who indicated cooperation, replied to an open ended question explaining degrees of cooperation:

Ten of nineteen indicated that Cooperative Extension personnel were used in colleges for supplimental resources (either as instructors or in an advisory capacity). The subject areas coordinated were in Home Economics and Natural Resources.

Five of nineteen stated Cooperative Extension personnel used facilities for meetings.

Two of nineteen mentioned that they had cooperated in joint publicity of each institution's educational programs.

One stated that he had belonged to a professional group including Community College and Cooperative Extension personnel.

Four did not answer the question.

Cooperative Extension personnel mentioned the following examples of cooperation:

Nine of sixteen indicated that they shared resources, teaching, teaching aids and cosponsored activities in land use, water pollution and local data analysis.

Four cooperated on TV programs.

Two stated use of Community College facilities for meetings.

And one mentioned he was presently exploring ways with Community College personnel for future coordination.

Areas of Cooperation

Data in Table 16 show that approximately three quarters of all personnel felt that coordination was possible in planning, teaching and recruiting clientele.

Table 16

The Number of Responses to Three Possible Areas of Cooperation by Cooperative Extension and Community College Personnel

| Area of Cooperation | Personnel Responses | | | |
|---|---|---|---|---|
| | Community College (N=26) | | Cooperative Extension (N=42) | |
| | No. | % | No. | % |
| Planning | 22 | 85 | 33 | 79 |
| Teaching | 21 | 81 | 33 | 79 |
| Recruiting Clientele | 21 | 81 | 29 | 69 |

Advantages of Cooperation

Data summarized from open ended questions indicate that both Community College and Cooperative Extension personnel ranked advantages in this order:

Forty percent mentioned pooling of resources, staff and facilities allows for more efficient programing with less duplication.

Eighteen percent implied that coordination expanded programs and audiences for both institutions.

Sixteen percent stated that the clientele could have a higher quality program at low cost.

Eleven percent indicated that cooperation is good for public image for both institutions.

Nine percent felt that cooperation would create a better understanding of mutual problems between institutions.

Six percent did not respond to the question.

Conclusions

1) Both institutions' personnel implied: A high degree of positive feeling toward program coordination in areas of planning, teaching and recruiting clientele.

Approximately one half of the personnel had cooperated through some degree of resource integration.

The main advantage of coordination mentioned was that the pooling of resources would allow for more efficient programing.

2) Community College personnel were more familiar with the Cooperative Extension program than Cooperative Extension personnel was of the Community College program.

# CHAPTER IV

## SUMMARY CONCLUSIONS AND IMPLICATIONS

### Summary

The major purposes of this study were:

1. To describe the status of both Community College and Cooperative Extension program efforts in Community Resource Development and Community Services, their similarities and differences.
2. To define certain attitudes of personnel toward CRD-CS program areas and joint program effort.
3. To formulate a model for program coordination between Community Colleges and Cooperative Extension.

Data collected from a review of literature to determine program effort outlined in Chapter I formed the basis for development of this research.

As the writer reviewed stated definitions of program efforts, there appeared to be definite overlap in programs of both Community College and Cooperative Extension. For example, Community Development had a similar definition for both institutions:

> Programs designed to provide adults with opportunities to aid in the solution of community problems in rural, urban, or suburban areas. This category also includes leadership training designed to provide community adults with opportunities for active participation in community affairs.(5)

A mail questionnaire technique was used to collect data from personnel in both institutions. The questionnaire was designed to collect descriptive data about program efforts and certain personnel

attitudes.

Both combinations of questions, closed and open ended, were structured. An attitude scale was used to measure attitude toward cooperation.

The instrument was pre-tested with Extension, and Community College personnel in Missouri. In addition fellow graduate students and Professors at the University of Missouri, Columbia made valuable contributions.

Questionnaires were mailed to 47 Cooperative Extension agents in New York State who had major county responsibility for Community Resource Development programs. A total of 45 or 95 percent were retured. Two were not usable. All 4 Community Resource Development specialists returned questionnaires.

Questionnaires were sent to 35 Community Colleges listed in the 1969 Directory of Community Services in the United States.(15) These colleges were both public and private located throughout New York State. Presently, a new effort is being developed in New York City by Cooperative Extension which is not under Community Resource Development so one Community College in the immediate area was contacted. A total of 30 replies were received or 86 percent return. Three of the 30 indicated their programs were in the developmental stage and did not have adequate experience to answer the questionnaire.

## Conclusions

1. Even though programs seemed to be similar as written in the literature, there appeared to be no evidence of overlap in content.

Community College effort emphasized vocational-technical,

cultural and basic education as their program directions.

Cooperative Extension emphasis was in community planning education with local and regional planning groups in land use topics. The remainder stressed natural resource and environmental areas.

2. There seemed to be overlap for clientele by both emphasizing a suburban, middle income audience. Cooperative Extension was reaching rural clientele while Community College emphasized more urban centered clientele. Both institutions were generating efforts with low income clientele. However, the Cooperative Extension effort was mainly in nutrition education.

3. Both institutions' personnel indicate use of local clientele in many phases of program development.

4. There were wide differences in background of personnel in both institutions.

Community College personnel had a slightly higher percentage of degrees at Masters and Ph.D. levels, most studied in major areas of Education and Administration, Engineering and Industrial Education, History, Philosophy, and Sociology.

Whereas Cooperative Extension personnel indicated major study areas in Agricultural subject matter, Adult Education, and Community Resource Development.

A majority of Community College personnel had no course work in community development education and in Cooperative Extension one third had none.

5. There was a more positive attitude expressed by Community College than Cooperative Extension personnel toward the future of CRD-CS program area. The negative attitude related by Cooperative Extension

personnel implied a need for more guidance and support for program development. The Community College personnel inferred lack of funds as their main concern.

6. Both institutions' personnel expressed common problem area concerns in program development:

a) A need for guidance on how to integrate program efforts.

b) A need for more clientele involvement - this included motivation and participation by clientele in programs.

c) A need for concept and theory in community development education.

d) A need to implement relevant programs.

e) A need for administrative and financial support.

f) CRD-CS program areas were part-time responsibilities with personnel of both institutions.

g) Both institutions' personnel were favorable toward coordinating program efforts in joint planning, teaching and clientele recruitment.

All personnel implied the major advantage for coordination was that it would provide for more efficient programing with less duplication.

Implications

1. Community Colleges and Cooperative Extension personnel do desire to coordinate program efforts. A number of chi square tests were made relating attitude toward cooperation among personnel, no significance could be calculated. This tends to support the writer's conclusion that both institutions' personnel will cooperate if guidelines are developed. This becomes a charge of responsibility which is

proposed and outlined in Chapter V of this report.

2. Joint meetings discussing mutual problems and solutions among personnel could set the pattern for further program development.

Community Development philosophy and clientele involvement are areas in which to start discussion.

3. A formidable degree of cooperation between Cooperative Extension and Community College is emerging, however, the writer feels it needs development into action results.

4. Further study in the area of coordination is needed. The writer would like to challenge others to study possibilities in coordination at higher levels, through joint staffing appointments, and legal integration of the institutions. For example, what legislation changes are desirable and necessary to integrate such programs in Community Resource Development and Home Economics?

5. Even though both institutions share experiences in program planning with clientele, Cooperative Extension has had a long history and experience while Community Colleges seem to be looking for this experience for program development.

6. Cooperative Extension might conduct workshops for agents to develop a degree of Community Development theory.

7. The areas of coordination of each institution seem to be:

Cooperative Extension

1. The development of informal teaching.
2. The use of advisory committees representing a variety of interests from local lay and professional people who determine program content and emphasis.

3. The practice of working with and through other organizations and lay leadership.
4. Financial support by all levels of government; federal, state, and county.
5. The close relationship between Cooperative Extension and research at the Land Grant College has provided a two-way channel through which knowledge flows to the people and in the opposite direction, problems and needs of people are transmitted to the scientist as the basis for further research.
6. A competence in subject matter areas of Agriculture, Home Economics, Youth and Community Development.

Community College

1. Professional personnel versed in formal education in academic, vocational and cultural courses.
2. Communication channels with agencies, governmental and industry relating to their educational programs in business and vocational skills.
3. Advisory committees, made up of clientele from industry, fields of education and urban interests.
4. Facilities and personnel can offer more subject matter depth, therefore adding course sequence in subjects and also serve as a basis for local research.
5. Provide a daytime student body, future adults, which could benefit from adult experiences and contributions in solving community problems.

# CHAPTER V

## A MODEL FOR COORDINATION

This chapter proposes and discusses a model which was adapted from Shannon's treatment of interaction outlined in Chapter II.

Cooperative Extension and Community Colleges do have common areas of interest which are essential for developing the "T" or common interaction in Shannon's model. These areas were stated in Chapter IV and will be referred to in this writing as areas of uniqueness. As the areas of uniqueness are fed through the systems of each institution the "T" area becomes larger and more identifiable. In addition each institution relates the beneficial contributions within it's other responsibilities, therefore, both contribute and benefit by coordination.

However, the prime benefactor is the individual in the community. Coordination can offer him a broader curriculum for becoming a more active participant in community growth and development.

Since the individual is the focal point of adult education in the community, the first step in the model is to understand a concept in which Community College and Cooperative Extension personnel can operate.

### Step #1 Mutual Understanding of a Concept

Understanding a concept of adult education could be basic for further coordination. Both institutions might exchange views using the following guidelines.

The goal for adult education is to provide a lifelong learning

process so the individual can improve personal effectiveness as a worker, as a member of a family, as a citizen taking part in the affairs of his community, and as an individual fulfilling private aspirations and potentialities.(14)

McClusky(13), University of Michigan, explains a concept of the adult and community. A community is a common holding of attitudes and values and experiences of togetherness. The community is a gate to the adult as a learner.

All communities have formal and informal systems of communication and practically all adults are tied up with or belong to one or more of these systems.

The community is educative. In a literal sense, we learn what we live. The community influences the way we live and therefore can be referred to as the teacher.

Libraries, schools, churches, colleges, voluntary organizations and Extension contain curriculum resources of the educative community.

Joint informal staff meetings between personnel of the Community College and Cooperative Extension would be an activity designed to arrive at some mutual understanding of an adult education concept. Other techniques could be used to further develop areas of uniqueness.

Step #2 Identify Areas of Uniqueness

It would be necessary to identify areas of uniqueness by each institution which would benefit the adult in the community. The following points could be reviewed.

How can we develop educational programs which are relevant to the community? Points in answer to this question might be, by

combining the leadership and clientele contacts, the audience reached would be more representative of the rural and urban interests of the community.

The use of advisory committees in program planning might be an area of uniqueness for both institutions. An effort to do joint planning by professional and lay leadership in adult education programs could be effective in pinpointing the educational needs of social problems.

What kind of curriculum can we offer? The difference of informal and formal educational experience, another possible area of uniqueness, could be valuable. For example, Community College could use staff resources in academic courses in business, theory of leadership, etc. Cooperative Extension could use informal methods in the community as a follow-up to academic training through demonstrations, case studies and group discussions. Integrating teaching resources could bring about a sequence to courses such as Food I & II, Leadership Development I & II, Business I & II, and so forth. Sequence would give subject matter depth in adult education.

The combination of resources could give the adult a wide range of subject matter from academic and cultural to agricultural, home economics and community development.

What research is needed? Knowles(2) has stated that there are voids in adult education which need research, especially in community development.

Step #3 Cosponsor Adult Education Activities

As both institutions develop the "T" area within program

development, they could be instrumental in coordinating adult education among other organizations in the community. Examples of possible activities might include the Adult Counseling Clinic and a Directory of Adult Agencies in the community.

### Adult Counseling Clinic

The purpose of a clinic is to help adults plan for lifelong education. A day could be planned for agencies interested in adults by having them provide representatives for adult counseling.

In addition to Cooperative Extension and Community College, the following organizations could be represented; Board of Cooperative Educational Services, State Employment Service, University system, State Vocational Rehabilitation, Social Security, Community Action, Senior Citizens, Labor Union(s), Welfare, Health, American Red Cross and so forth.

The participants would be given a short orientation session then visit the counselors from agencies of their interests.

### A Directory

A directory of adult education agencies in the community is a logical project and a needed resource.

Such a directory would provide a description of the adult education organization, its purpose and programs. In addition to organizations listed, for the counseling clinic, there could be area wide church organizations and hospitals described in the directory. A directory could be a useful resource for adults in a community.

Both an adult counseling clinic and directory are activities which could be cosponsored by Cooperative Extension and Community

College focusing on the adult. Success in these kinds of activities could build a stronger working relationship among all adult organizations in a community.

Summary

Extension and Community College do have compatible areas in adult education and coordination can be developed as suggested in the following model:

APPLICATION OF COORDINATION MODEL

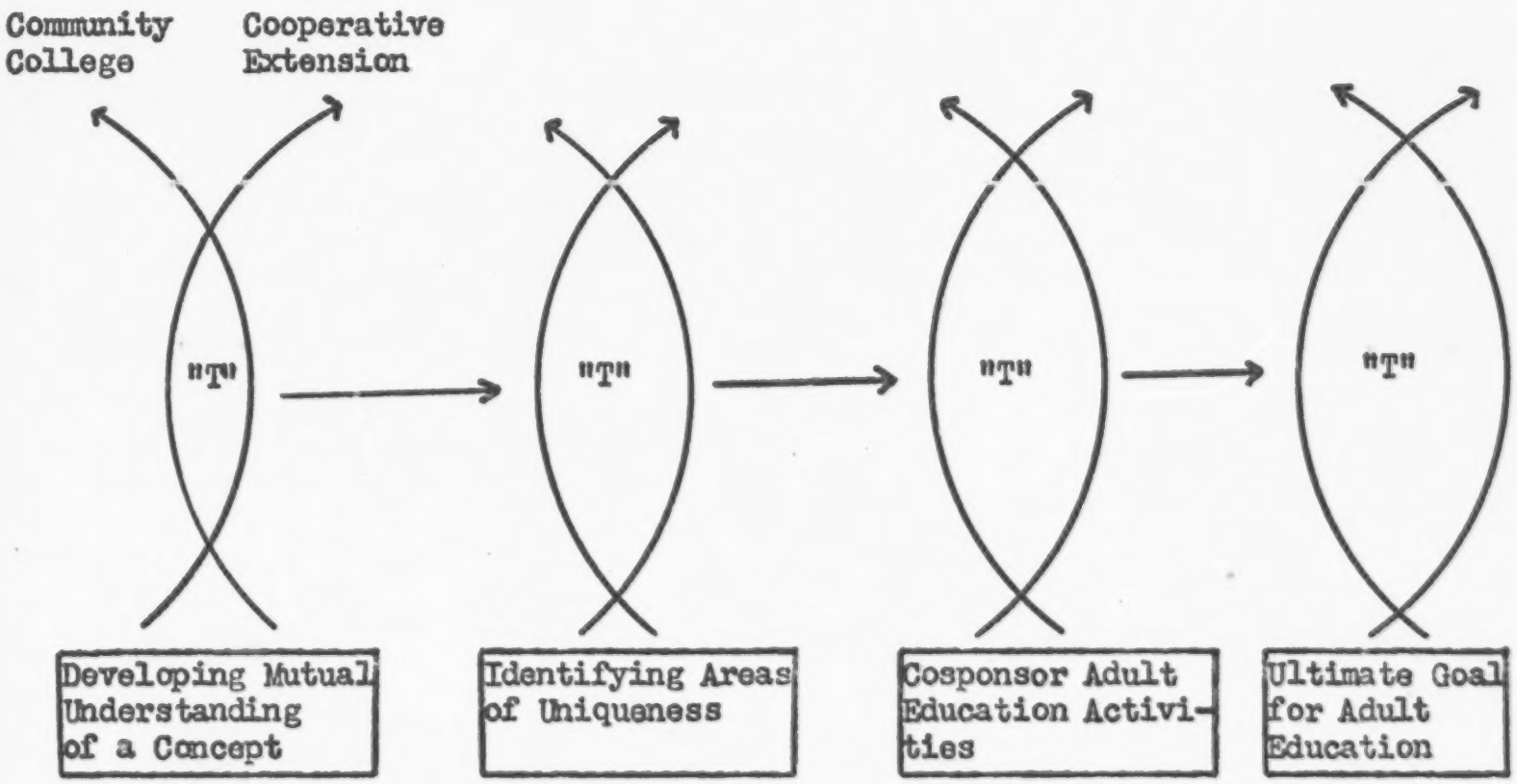



Figure #1 The "T" Area represents the amount of common interactions generated by the Community College and Cooperative Extension.

Coordination starts with a small nucleus then it can develop to a larger and more identifiable area. As Cooperative Extension and Community College develop the "T" area, more agencies in adult education will add to this "T" area. For example, education by libraries has an essential role as well as secondary schools and governmental agencies.

Cooperative Extension and Community College can start with coordination in Community Development and Home Economics then build on the other areas of uniquesness.

The initiative for evolving the coordination model should be taken within Cooperative Extension because it has a sophisticated state and nationwide organizational structure, long experience working with local people and the personnel with expertise in organizational coordination.

Forces which weaken coordination of adult education can be used to strengthen its future. The model outlined provides for:

a) Improving working relations with adult education organizations in the community.

b) A planning process which utilizes involvement of clientele.

c) An increased awareness of adult education which could take it from the realm of a marginal to primary activity in our society.

As we prepare for the future in adult education, let us develop a process which will:

a) Consider the increased size of the student body.

b) Higher educational level of our student.

c) The differentiation of the curriculum and methodology.

d) Increasing demands from our changing society.

The challenge of coordination in adult education is before us. Cooperative Extension and Community College have the necessary resources to light the future path of adult education through coordination with other organizations in the community. They must focus their efforts in adult education especially Community Development now by demonstrating what can be done on the community level.

Table 17

Cooperation With Other Groups In CRD-CS Program Areas By Cooperative Extension And Community College Personnel

| Organization | Personnel Response | | | |
|---|---|---|---|---|
| | Community College (N=27) | | Cooperative Extension (N=43) | |
| | No. | % | No. | % |
| Service Clubs | 14 | 52 | 24 | 56 |
| Community Action | 17 | 63 | 26 | 60 |
| School | 18 | 67 | 11 | 26 |
| Church | 9 | 33 | 7 | 16 |
| Planning Groups | 0 | 0 | 25 | 58 |
| Industry, Nursing & Health | 7 | 26 | 0 | 0 |

Table 18

Summary of Community College and Cooperative Extension Personnel Responses to Attitude Toward Cooperation Among Organizations by Number and Percent

| Statement | Community College (N=25) | | | | | | Cooperative Extension (N=32) * | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Disagree | | Uncertain | | Agree | | Disagree | | Uncertain | | Agree | |
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| 1. Is good for the community | 0 | 0 | 0 | 0 | 25 | 100 | 0 | 0 | 0 | 0 | 32 | 100 |
| 2. Is being stressed too much today | 20 | 80 | 3 | 12 | 2 | 8 | 18 | 56 | 11 | 34 | 3 | 10 |
| 3. Is an efficient way of executing educational programs | 0 | 0 | 6 | 24 | 19 | 76 | 2 | 6 | 8 | 25 | 22 | 69 |
| 4. Improves communication in the community | 0 | 0 | 0 | 0 | 25 | 100 | 2 | 6 | 1 | 3 | 29 | 91 |
| 5. Is possible but not needed | 19 | 76 | 3 | 12 | 3 | 12 | 29 | 90 | 3 | 10 | 0 | 0 |
| 6. Is the ultimate goal for solving community problems | 2 | 8 | 9 | 36 | 14 | 56 | 7 | 21 | 19 | 59 | 6 | 20 |
| 7. Causes conflict among organizations | 11 | 44 | 10 | 40 | 4 | 16 | 18 | 56 | 6 | 20 | 8 | 24 |
| 8. Is poor for the public image | 22 | 88 | 3 | 12 | 0 | 0 | 27 | 84 | 5 | 16 | 0 | 0 |
| 9. Generates community spirit | 0 | 0 | 3 | 12 | 22 | 88 | 0 | 0 | 9 | 28 | 23 | 72 |
| 10. Takes too much time | 14 | 56 | 8 | 32 | 3 | 12 | 10 | 30 | 16 | 50 | 6 | 20 |

Table 18 (con't)

Summary of Community College and Cooperative Extension Personnel Responses to Attitude Toward Cooperation Among Organizations by Number and Percent

| Statement | Community College (N=25) | | | | | | Cooperative Extension (N=32) * | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Disagree | | Uncertain | | Agree | | Disagree | | Uncertain | | Agree | |
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| 11. Is the trend for the future | 0 | 0 | 5 | 20 | 20 | 80 | 1 | 3 | 13 | 41 | 18 | 56 |
| 12. Is all talk and no action | 17 | 68 | 6 | 20 | 20 | 80 | 18 | 56 | 8 | 24 | 6 | 20 |
| 13. Is the way to reach educational goals | 1 | 4 | 6 | 24 | 18 | 72 | 0 | 0 | 13 | 41 | 19 | 59 |
| 14. Indicates weakness of the organization | 19 | 76 | 4 | 16 | 2 | 8 | 30 | 94 | 0 | 0 | 2 | 6 |
| 15. Causes competition among organizations | 17 | 68 | 8 | 32 | 0 | 0 | 17 | 54 | 10 | 30 | 5 | 16 |
| 16. Is needed today | 0 | 0 | 1 | 4 | 24 | 96 | 0 | 0 | 3 | 10 | 29 | 90 |
| 17. Can be over emphasized | 9 | 36 | 5 | 20 | 11 | 44 | 5 | 16 | 5 | 16 | 22 | 68 |
| 18. Has positively no value | 24 | 98 | 1 | 2 | 0 | 0 | 32 | 100 | 0 | 0 | 0 | 0 |
| 19. Supports the american democratic ideal | 1 | 2 | 10 | 40 | 14 | 58 | 1 | 3 | 12 | 38 | 19 | 59 |
| 20. Is neither good or bad | 18 | 72 | 5 | 20 | 2 | 8 | 17 | 52 | 12 | 38 | 3 | 10 |

*Cooperative Extension personnel in counties affiliating with community colleges

Table 19

Cooperative Extension Personnel Responses to Attitude Toward Cooperation Among Organizations by Number & Percent

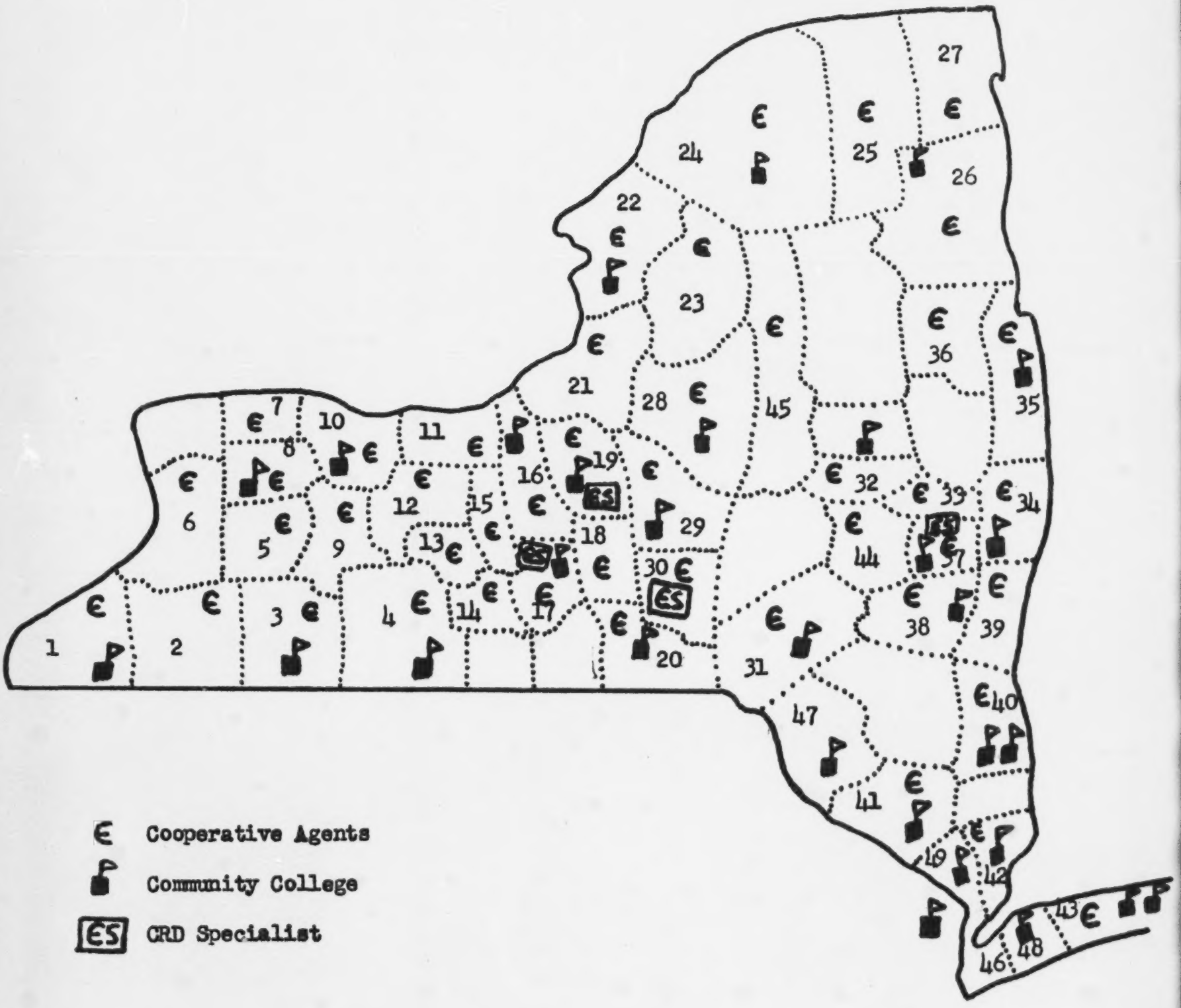
| Statement | Response | | | | | |
|---|---|---|---|---|---|---|
| | Cooperative Extension (N=42) | | | | | |
| | Disagree | | Uncertain | | Agree | |
| | No. | % | No. | % | No. | % |
| 1. Is good for the community | 0 | 0 | 0 | 0 | 43 | 100 |
| 2. Is being stressed too much today | 27 | 64 | 12 | 29 | 3 | 7 |
| 3. Is an efficient way of executing educational programs | 3 | 7 | 9 | 22 | 30 | 71 |
| 4. Improves communication in the community | 2 | 5 | 2 | 5 | 38 | 90 |
| 5. Is possible but not needed | 39 | 93 | 3 | 7 | 0 | 0 |
| 6. Is the ultimate goal for solving community problems | 9 | 22 | 21 | 50 | 12 | 29 |
| 7. Causes conflict among organizations | 23 | 54 | 9 | 22 | 10 | 24 |
| 8. Is poor for the public image | 36 | 86 | 6 | 14 | 0 | 0 |
| 9. Generates community spirit | 0 | 0 | 10 | 24 | 32 | 76 |
| 10. Takes too much time | 16 | 38 | 19 | 45 | 7 | 17 |
| 11. Is the trend for the future | 2 | 5 | 16 | 38 | 24 | 57 |
| 12. Is all talk and no action | 24 | 57 | 11 | 26 | 7 | 17 |

Table 19 (con't)

Cooperative Extension Personnel Responses
to Attitude Toward Cooperation Among
Organizations by Number & Percent

| Statement | Response | | | | | |
|---|---|---|---|---|---|---|
| | Cooperative Extension (N=42) | | | | | |
| | Disagree | | Uncertain | | Agree | |
| | No. | % | No. | % | No. | % |
| 13. Is the way to reach educational goals | 0 | 0 | 15 | 36 | 27 | 64 |
| 14. Indicates weakness of the organization | 40 | 95 | 0 | 0 | 2 | 5 |
| 15. Causes competition among organizations | 22 | 52 | 13 | 31 | 7 | 17 |
| 16. Is needed today | 0 | 0 | 3 | 7 | 39 | 93 |
| 17. Can be over emphasized | 8 | 19 | 7 | 17 | 27 | 64 |
| 18. Has positively no value | 42 | 100 | 0 | | 0 | |
| 19. Supports the american democratic ideal | 1 | 2 | 14 | 33 | 27 | 65 |
| 20. Is neither good or bad | 23 | 55 | 14 | 33 | 5 | 12 |

# QUESTIONNAIRE RESPONSES



| Location No. | Cooperative Extension | Community College |
|---|---|---|
| 1 | Chautauqua | Jamestown C.C. |
| 2 | Cattaraugus | |
| 3 | Allegany | Alfred Agri & Tech. |
| 4 | Steuben | Corning C.C. |
| 5 | Wyoming | |
| 6 | Erie | |
| 7 | Orleans | |
| 8 | Genesee | Genesee C.C. |
| 9 | Livingston | |
| 10 | Monroe | Monroe C.C. |
| 11 | Wayne | |
| 12 | Ontario | |
| 13 | Yates | |
| 14 | Schuyler | |
| 15 | Seneca | |
| 16 | Cayuga | Auburn C.C. |
| 17 | Tompkins | Tompkins-Cortland C.C. |
| 18 | Cortland | Tompkins-Cortland C.C. |
| 19 | Onondaga | Maria Regina |
| 20 | Broome | Broome Tech. C.C. |
| 21 | Oswego | |
| 22 | Jefferson | Jefferson C.C. |
| 23 | Lewis | |
| 24 | St. Lawrence | Canton Ag. & Tech. |
| 25 | Franklin | North Country C.C. |

| Location No. | Cooperative Extension | Community College |
|---|---|---|
| 26 | Essex | North Country C.C. |
| 27 | Clinton | |
| 28 | Oneida | Mohawk Valley C.C. |
| 29 | Madison | Morrisville Ag. & Tech. |
| 30 | Chenango | |
| 31 | Delaware | Delhi Ag. & Tech. |
| 32 | Montgomery | Fulton-Montgomery C.C. |
| 33 | Schenectady | |
| 34 | Renesselaer | Hudson Valley C.C. |
| 35 | Washington | Adirondack C.C. |
| 36 | Warren | Adirondack C.C. |
| 37 | Albany | Maria C. |
| 38 | Greene | Columbia - Greene C.C. |
| 39 | Columbia | Columbia - Greene C.C. |
| 40 | Dutchess | Dutchess C.C. and Bennett C. |
| 41 | Orange | Orange C.C. |
| 42 | Westchester | Westchester C.C. |
| 43 | Suffolk | Suffolk C.C. and Farmingdale Ag. & Tech. |
| 44 | Schoharie | |
| 45 | Herkimer | |
| 46 | | Fashion Institute |
| 47 | | Sullivan C.C. |
| 48 | | Nassau C.C. |
| 49 | | Harriman |

| Location No. | Cooperative Extension Specialists |
|---|---|
| 18 | MIDNY (Central New York) |
| 17 | Western District |
| 37 | Eastern District |
| 30 | Water Resource Development |

A VIEW OF COMMUNITY AND TWO-YEAR COLLEGES

AND

COOPERATIVE EXTENSION COMMUNITY DEVELOPMENT PROGRAMS IN NEW YORK STATE

TO: Cooperative Extension Agents & Specialists in Community Resource Development.

I would like a moment from your busy schedule to describe my graduate project. The program area of Community Development is being recognized by other agencies and institutions today. As you know, Community Colleges and two-year Colleges (University of New York) have made advances in recent years.

I need your ideas, experiences and opinions on where Cooperative Extension and Community and two-year Colleges can coordinate programs in area of Community Development. My project is "A View of Community and two-year College and Cooperative Extension Community Development Programs in New York State."

NEXT WEEK you'll be receiving a questionnaire from me asking for your comments.

Your contribution is needed and appreciated. I'm looking forward to hearing from you in the next few weeks.

Thanks for your time,

Daniel Hill

Daniel Hill
2401 West Broadway
Gatehouse, Apt. 208
Columbia, Missouri 65201

November 20, 1969

# A VIEW OF NEW YORK COMMUNITY AND TWO-YEAR COLLEGES
# AND
# COOPERATIVE EXTENSION COMMUNITY RESOURCE DEVELOPMENT

Dear fellow Extension worker in Community Resource Development:

I'm a New York State Extension agent doing graduate work at the University of Missouri, Columbia. And I'm enclosing an interview schedule which is designed to collect your thoughts about Community Resource Development programs and the feasibility of some coordination with Community and Two-Year Colleges.

We are fortunate in New York to have many colleges involved in Community Development (service is the term used in Community and Two-Year Colleges). Both Cooperative Extension and Community College are using innovative efforts. One could ask - What is being done? Why then can't we share experience? In addition, can we coordinate efforts in Community Development? These are questions this study will attempt to answer.

The success of this study will depend on <u>you</u> taking a few moments <u>now</u> to write your comments on the enclosed questionnaire. Place in the self-addressed envelope.

I will be glad to share a copy of the study results with you. If you wish a copy, please sign the last page of the questionnaire.

All individual information will be kept confidential.

I'm anxious to hear from you.

Sincerely,

Daniel Hill

Daniel Hill
2401 West Broadway, Apt. 208
Columbia, Missouri 65201

County: _____



# A VIEW OF COMMUNITY RESOURCE DEVELOPMENT PROGRAMS

# IN

# NEW YORK COOPERATIVE EXTENSION, COMMUNITY AND TWO-YEAR COLLEGES

## Questionnaire

TO: Agents responsible for Community Resource Development programs.
THE INFORMATION WILL BE KEPT CONFIDENTIAL.

## Background

1. How many years have you been working in Community Resource Development?

___ Less than 1

___ 1 - 3

___ 4 - 6

___ 6 - more

2. What is your educational level?

Bachelors ___ Major: _____

Masters ___ Major: _____

Other: _____

Please check(x) area(s) you have completed course work.

Community Development ___

Community Planning ___

Adult Education ___

3. What percentage of your time is spent in Community Resource Development? (please estimate - check x)

___ Less than 25% ___ 51 - 75%

___ 26 - 50% ___ 76 - 100%

4. What <u>other</u> major responsibilities do you have?

5. How did you acquire responsibility for Community Resource Development? (please check one (x) which best describes your situation)

___ Volunteered for responsibility.

___ Was asked to accept responsibility.

___ Other: (specify)

6. What community organizations do <u>you</u> belong?

## Clientele in Resource Development Program

7. Please estimate the percentage of participants in Community Resource Development program.

| Residence | | Income Levels | |
|---|---|---|---|
| ___ | Rural | ___ | Low Income (less than $3,000) |
| ___ | Urban | ___ | Middle Income ($3,000 - $10,000) |
| ___ | Suburban | ___ | High Income ($10,000 - more) |
| 100% | Total | 100% | Total |

## Program Planning & Coordination

8. Does your Extension Board of Directors support what you're doing in Community Resource Development work? Yes ___ No ___

If yes - to what extent is this support? (x)

___ Poor

___ Fair

___ Good

___ Excellent

9. What do you think is the Extension Board of Directors' long range point of view of the Community Resource Development program?

10. How do you involve local citizens in Community Resource Development planning process? (check one(s) that apply)

____ Community problem identification.

____ Publicizing educational programs.

____ Suggest program topics.

____ Advisory committees.

____ Other (list)

11. What aspect of Community Resource Development do you consider the biggest challenge?

12. What aspect of Community Resource Development do you consider your biggest problem?

13. In what kinds of Community Resource Development activities are you actively involved?

14. Have you cooperated with other community group(s) in Community Resource Development? Check one(s) that apply.

____ Service Clubs ____ Church ____ School

____ Community Action ____ Community College

____ Other groups (specify) _____

15. Is there a Community College in your county? Yes ____ No ____

If no, are there plans to build one? Yes ____ No ____

16. Are you familiar with the community services programs through Community or Two-year College?

____ I am not familiar with program.

____ I am acquainted with some Community College personnel but not familiar with program.

____ I have been acquainted with community services program.

____ Other _____

17. Have you cooperated with Community College in Community Resources Development programs? Yes ____ No ____

If yes please give examples:

(PLEASE CONTINUE TO ANSWER REMAINING QUESTIONS REGARDLESS OF ANSWER TO # 17)

18. Do you feel coordination of community services and Extension Community Development program is possible?

Yes ____ No ____

19. If yes to 18 - what areas of coordination would be possible? Check one(s) that apply.

____ Planning

____ Teaching

____ Recruiting clientele

____ Other areas

_____

_____

Please Elaborate:

64

20. What are some advantages of this coordination?

To Extension?

To Community College?

To Clientele?

21. What is your opinion about the future of Community Resource Development within structure of Cooperative Extension?

PLEASE FEEL FREE TO MAKE OTHER COMMENTS WHICH YOU FEEL ARE PERTINENT TO COMMUNITY RESOURCE DEVELOPMENT.

(Please check last page on organizational cooperation.)

HOW DO YOU FEEL ABOUT ORGANIZATIONAL COOPERATION?

Please check (x) the column which best describes your feelings about each statement concerning cooperation among organizations.

| Disagree | Uncertain | Agree | ORGANIZATIONAL COOPERATION: |
|---|---|---|---|
| | | | 1. is good for the community. |
| | | | 2. is being stressed too much today. |
| | | | 3. is an efficient way of executing educational programs. |
| | | | 4. improves communication in the community. |
| | | | 5. is possible but not needed. |
| | | | 6. is the ultimate goal for solving community problems. |
| | | | 7. causes conflict among organizations. |
| | | | 8. is poor for the public image. |
| | | | 9. generates community spirit. |
| | | | 10. takes too much time. |
| | | | 11. is the trend for the future. |
| | | | 12. is all talk and no action. |
| | | | 13. is the way to reach educational goals. |
| | | | 14. indicates weakness of the organization. |
| | | | 15. causes competition among organizations. |
| | | | 16. is needed today. |
| | | | 17. can be over emphasized. |
| | | | 18. has positively no value. |
| | | | 19. supports the American democratic ideal. |
| | | | 20. is neither good or bad. |

__ Check (x) if you wish a summary of this study. Name _____

THANK YOU FOR YOUR COOPERATION. Address _____

Daniel Hill
2401 West Broadway, Apt. 208
Columbia, Missouri 65201

A VIEW OF COMMUNITY RESOURCE DEVELOPMENT PROGRAMS 

IN

NEW YORK COOPERATIVE EXTENSION, COMMUNITY AND TWO-YEAR COLLEGES

TO: Community Resource Development Specialists in Cooperative Extension.
INFORMATION WILL BE KEPT CONFIDENTIAL.

## Background

1. How many years have you been working in Community Resource Development?

   Less than 1 ____

   1 - 3 ____

   4 - 6 ____

   6 - more ____

2. What is your educational level? (x)

   ____ Bachelors Major:_____

   ____ Masters Major:_____

   ____ Other _____

   Please check the area(s) you have completed course work.

   ____ Community Development

   ____ Community Planning

   ____ Adult Education

## Program Planning & Coordination

3. Does the Extension Administration support what you're doing in Community Resource Development? Yes ____ No ____

   If yes - to what extent is this support?

   ____ Poor ____ Good

   ____ Fair ____ Excellent

4. What do you think is the Extension Administration's long range point of view concerning Community Resource Development program?

5. What do you think is the Cooperative Extension Agent's (responsible for CRD) view toward Community Resource Development?

6. What aspect of Community Resource Development do you consider the biggest challenge?

7. What aspect of Community Resource Development do you consider your biggest problem?

8. In what kinds of educational activities are you actively involved?

9. Are you familiar with the community services program through Community College?

___ Yes ___ No

10. Have you cooperated with Community College in community development? (with or without Extension Agents) ___ Yes ___ No

Please give examples:

11. Do you feel coordination of community services and Extension Community Development program is possible? Yes ___ No ___

12. If yes to 11 - what areas of coordination would be possible? (check one(s) that apply)

___ Planning

___ Teaching

___ Recruiting clientele

___ Other areas

_____

_____

13. What are some advantages of this coordination?

To Extension?

To Community College?

To Clientele?

14. What is your opinion about the future of Community Resource Development programs within the structure of Cooperative Extension?

(please check last page on organizational cooperation)

HOW DO YOU FEEL ABOUT ORGANIZATIONAL COOPERATION?

Please check (x) the column which best describes your feelings about each statement concerning cooperation among organizations.

| Disagree | Uncertain | Agree | ORGANIZATIONAL COOPERATION: |
|---|---|---|---|
| | | | 1. is good for the community. |
| | | | 2. is being stressed too much today. |
| | | | 3. is an efficient way of executing educational programs. |
| | | | 4. improves communication in the community. |
| | | | 5. is possible but not needed. |
| | | | 6. is the ultimate goal for solving community problems. |
| | | | 7. causes conflict among organizations. |
| | | | 8. is poor for the public image. |
| | | | 9. generates community spirit. |
| | | | 10. takes too much time. |
| | | | 11. is the trend for the future. |
| | | | 12. is all talk and no action. |
| | | | 13. is the way to reach educational goals. |
| | | | 14. indicates weakness of the organization. |
| | | | 15. causes competition among organizations. |
| | | | 16. is needed today. |
| | | | 17. can be over emphasized. |
| | | | 18. has positively no value. |
| | | | 19. supports the American democratic ideal. |
| | | | 20. is neither good or bad. |

__ Check (x) if you wish a summary of this study. Name _____

THANK YOU FOR YOUR COOPERATION. Address _____

Daniel Hill
2401 West Broadway, Apt. 208
Columbia, Missouri 65201

A VIEW OF COMMUNITY AND TWO-YEAR COLLEGES

AND

COOPERATIVE EXTENSION COMMUNITY SERVICES PROGRAM IN NEW YORK STATE

TO: Persons responsible for Community Service Programs.

Educational techniques in Community Services programs are varied and offer a challenge to higher institutions today. A number of institutions are making advances in program innovations. Community College and Cooperative Extension are pioneering in Community Services. I have been impressed with reports on accomplishments by both institutions.

For these reasons, I've become interested in a graduate problem on "A View of Community Colleges and Cooperative Extension Community Services Programs in New York State."

I am a resident of New York State doing graduate work at the University of Missouri. NEXT WEEK you will receive a questionnaire for your opinions and suggestions in possible areas of program coordination among Cooperative Extension, Community and two-year Colleges.

Your contribution is needed and appreciated. I will be looking forward to hearing from you.

Daniel Hill

Daniel Hill
2401 West Broadway
Gatehouse, Apt. 208
Columbia, Missouri 65201

November 20, 1969

# A VIEW OF NEW YORK STATE COMMUNITY AND TWO-YEAR COLLEGES

# AND

# COOPERATIVE EXTENSION COMMUNITY SERVICES PROGRAMS

TO: Directors of Community Service Programs.

I am a graduate student from New York State at the University of Missouri, Columbia - conducting research to determine feasibility of coordinating Extension and Community and Two-Year College efforts in Community Services. (Development is the term used by Cooperative Extension) My interest was stimulated by studying some of the innovative programs in New York by both institutions. The November 1969 issue of Junior College Journal quoted Robert H. Finch as saying "because of severe budgetory limitation is a sheer fact of life within which we are now forced to operate. And it must fuel our efforts at intergovernmental cooperation at maximum utilization of the federal dollar and maximum coordination of governmental efforts at all levels."

I have enclosed an interview schedule that is outlined to compile your opinions, experiences and projections on the topic of Community Service program coordination.

The success of this study will depend on you taking a few moments now to write your comments on the enclosed questionnaire. Place in the self-addressed envelope. Results of this study can be a useful guide for further refinement of Community Services programs for our clientele.

I will be glad to share a copy of the study results with you. If you wish a copy, please sign the last page of the questionnaire.

I'm anxious to hear from you.

Sincerely,

Daniel Hill

Daniel Hill
2401 West Broadway
Gatehouse Apt. 208
Columbia, Missouri 65201

College _____



# A VIEW OF COMMUNITY SERVICES PROGRAMS

# IN

# NEW YORK COOPERATIVE EXTENSION, COMMUNITY

# AND

# TWO-YEAR COLLEGES

## Questionnaire

TO: Persons responsible for Community Services Program in Community and Two-year Colleges. INFORMATION WILL BE KEPT CONFIDENTIAL.

DEFINITION FOR COMMUNITY SERVICES IN THIS STUDY: Those efforts of the Community and Two-year College often undertaken in cooperation with other community groups or agencies which are directed toward providing educational solutions to localized social, economic, cultural and civic problems which are not met by formal collegiate degree or certificate programs.

## Background

1. How many years have you been working in community services programs?

   Less than 1 ___

   1 - 3 ___

   4 - 6 ___

   6 - more ___

2. What is your educational level?

   ___ Bachelors - Major _____

   ___ Masters - Major _____

   ___ Ph.D. - Major _____

   ___ Other

3. Please check (x) the area(s) you have completed course work.

Community Planning ____

Community Development ____

Adult Education ____

4. What percentage of your time is spent in community services? (please estimate)

____ Less than 25%

____ 26 - 50%

____ 51 - 75%

____ 76 - 100%

5. What <u>other</u> major responsibilities do you have?

6. How did you acquire responsibilities for community services? (check one which best describes your situation)

____ Applied for responsibility.

____ Was asked to accept responsibility.

____ Other: (specify)

7. What community organizations do <u>you</u> belong?

8. Please estimate the percentage of participants in Community Services programs by each description:

Residence (%)

___% Rural

___% Urban

___% Suburban

100% Total

Income Levels (%)

___% Low Income (less than $3,000)

___% Middle Income ($3,000 - $10,000)

___% High Income ($10,000 - more)

100% Total

Age group served (%)

___% 18 years or less

___% 19 - 30 years of age

___% 31 - 60 years of age

100% Total

## Program Planning & Coordination

9. Does your college administration support what you're doing in community services work? Yes ___ No ___

If yes - to what extent is this support?

___ Poor

___ Fair

___ Good

___ Excellent

10. What do you think is the administration's long range point of view of community services programs?

11. How do you involve local citizens in community service program planning? (check one(s) that apply)

____ Community problem identification.

____ Publicizing educational programs.

____ Suggest course topics.

____ Advisory Committee.

____ Other (list) _____.

12. What area is the major emphasis of community services program? (please estimate percentage)

____% Vocational-technical.

____% Social problems.

____% Other (specify.)

_____

100% Total

13. What aspect of community services do you consider the biggest challenge?

14. What aspect of community service work do you consider your biggest problem?

15. In what kinds of community service activities are you actively involved?

16. Have you cooperated in community service programs with other community groups? Check one(s) that apply.

___ Service clubs ___ Church ___ School

___ Community Action (OEO) ___ Cooperative Extension

___ Other groups (specify) _____

17. Are you familiar with community development program through Cooperative Extension?

___ I am not familiar with program.

___ I am acquainted with some Extension personnel, but am not familiar with program.

___ I have been acquainted with Cooperative Extension program.

___ Other: _____

18. Have you cooperated with Cooperative Extension in community services?

___ Yes ___ No

If yes please give examples:

(PLEASE CONTINUE TO ANSWER QUESTIONS REGARDLESS OF ANSWER TO 17)

19. Do you feel coordination of community services and Extension community development program is possible? Yes ___ No ___

20. (If yes to 18) What areas of coordination would be possible. Check one(s) that apply.

___ Planning ___ Other areas

___ Teaching _____

___ Recruiting clientele _____

Please elaborate:

21. What are some advantages of coordination of community services program?

To Community and Two-year College?

To Cooperative Extension?

To clientele?

22. What is your opinion about the future of community service programs within two-year college structure?

(PLEASE CHECK IAST PAGE ON ORGANIZATIONAL COOPERATION)

# HOW DO YOU FEEL ABOUT ORGANIZATIONAL COOPERATION?

Please check (x) the column which best describes your feelings about each statement concerning cooperation among organizations.

| Disagree | Uncertain | Agree | ORGANIZATIONAL COOPERATION: |
|---|---|---|---|
| | | | 1. is good for the community. |
| | | | 2. is being stressed too much today. |
| | | | 3. is an efficient way of executing educational programs. |
| | | | 4. improves communication in the community. |
| | | | 5. is possible but not needed. |
| | | | 6. is the ultimate goal for solving community problems. |
| | | | 7. causes conflict among organizations. |
| | | | 8. is poor for the public image. |
| | | | 9. generates community spirit. |
| | | | 10. takes too much time. |
| | | | 11. is the trend for the future. |
| | | | 12. is all talk and no action. |
| | | | 13. is the way to reach educational goals. |
| | | | 14. indicates weakness of the organization. |
| | | | 15. causes competition among organizations. |
| | | | 16. is needed today. |
| | | | 17. can be over emphasized. |
| | | | 18. has positively no value. |
| | | | 19. supports the American democratic ideal. |
| | | | 20. is neither good or bad. |

__ Check (x) if you wish a summary of this study. Name _____

THANK YOU FOR YOUR COOPERATION. Address _____

Daniel Hill
2401 West Broadway, Apt. 208
Columbia, Missouri 65201

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